

Why is Academic labor process becoming hectic in Pakistani Universities?

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Abstract

Due to academic labor process, the working conditions of universities are changing means now the working conditions of universities are becoming standardized. This research paper is qualitative in which researchers tried to explore the concepts that making the academic labor process hectic day by day in the context of Pakistani universities. The aim of this study is to explore that what is the effect of this changing working environment on the lecturers. The convenience sampling method based on self-administrated questionnaires is used to evaluate the effect of different variables on the academic labor process and data collected from the lecturers through interview. Concept analysis technique is used for discussion and conclusion. After all research, researchers came to know that HEC policies have a negative effect on university autonomy because according to HEC policies they want more research work in a less time which depressed the lecturers and they create a bad research work. Working conditions also have a bad impact on research work because lecturers are unable to do their work attentively. So, if the workload increases lecturers are unable to do their work properly. Incentives and bonuses play a motivational role to motivate lecturers to work well. Based on the results of this study, researchers suggest to universities that they give the autonomy to their lecturers, so they work with full devotion. And separate the teaching and research work and give the lecturers a good working environment.

Keywords: Academic labor process, Higher Education commission (HEC), University autonomy, Working conditions, Incentives and bonuses.

1. Introduction

As the time passes, academic labor process becomes more and more hectic because of the changing working conditions, increasing pressure on higher educational institutions to improve performance to be competitive & reduced institutional autonomy. Academic labor is defined as the ‘work within an academic context’. The aim of this research is to find the changes which arise due to change in this academic labor process or to analyze the rise of the university system which indicates that due to the policies of higher education commission (HEC), lecturers are facing those working environment that is very much standardized, increase work load and work intensification. The discussion draws on a labor process potential that the views of staff are far from same and not universally unenthusiastic. Intellectual interest in the work of managers and nature of management has developed rapidly in the last few decades as management education has become recognized on a large scale in Britain’s universities. In the field of management studies, it is widely acknowledged that it is important to study managers and their managerial work. Of course, management is not a qualifying profession, most managers do not undergo to the management education in a university and even those who do so don’t necessarily apply their learning to practice. **The major objectives of this research are:**

- To find the impact of the increase workload on lecturers that how badly workload affects their work quality and on research quality and to find out ways to improve it.

- To find out the major workplace stressors that lead towards greater work intensification.
- To explore the factors that affect the working conditions and makes it more stressful for lecturers.
- To find out the effects of reduced lecturers' autonomy and their decision making over their job.
- To find out the impact of university autonomy in the academic labor process.
- To explore the impact of bonuses and incentives on academic labor process.

Before the emergence of this labor process lecturers had much control their decisions regarding determining the course, they have a choice to choose the books use, they have to serve only one or two departments they were also involved in service activities. The mode of control is very soft decisions are made with the involvement of lecturers, control on lecturers are not autocratic that lecturers feel relaxed working in that environment. Management functions are viewed or lead by the leaders and community of scholars. If we talk about the goals of universities there goal is just to increase or generate the knowledge beneficial for their students, research work are essential parts and they are not for profit organization means there aim is just to increase the knowledge for the betterment of the university and society. Work relations are there is an environment of trust and freedom. Top authorities had trust on its employees they knew that their employees are working according to the given standards they gave them freedom of expression means employees were free to express their problems regarding work and top management also involved their employees or lecturers in the decision making process which was very important in generating a good decision. If there arises a question of accountability, which is mentioned above that there were an environment of trust and they monitor the lecturers according to what the rules made for them. If we talk about the teaching criteria or pedagogy of university there were a full year course means an annual system, there was not a concept of the semester system, traditional academic methods and course assessment methods. Finally, there is a research work which is truly integrated into teaching and controlled within the university and initiated and undertaken by individual academics (Ailsa Kolsaker (2008).

As with the emergence of new managerialism in universities, these changes influence universities to make coping with those external changes for survival of their institute. Now, these changes require the changing in the service delivery of lecturers as being in the past. Those changes were reformed or change all the policy framework of the university, according to the change in the market. Reform in universities also means changing in the jobs of lecturers who actually deliver these services. Thus, managers change the ways in which the workforce is organized and the ways of service delivery work done. Mode of control now is very rigid not flexible, which put a great stress on lecturers that they are unable to do their work with full concentration. There is a full autocratic control; all the controls are in the hands of top management. If we talk about the functions of management then there are no leaders for a full community, but there are a large number of line managers on each group to

monitor them whether they work according to the given standards or not and they don't want the involvement of lecturers in their decision making process they want the lecturers to work according to the standards which HEC or top management arrange for them.

After the privatization of universities the role of government funding is limited. Universities now focus more on generating funds so the goals of universities are now changes to maximize their output, they focus more on financial profits, efficiency in lecturers work, an increase in the productivity of their institutions. If we look at the work accountability there is strict monitoring of lecturers that either they work according to the standards or not because there is not an environment of trust, top management set the performance indicators. And they check the lecturers at every step because now there is emphasis on profitable output so managers want that the lecturers work efficiently in order to generate and maximize the profits. There is an environment of competition everywhere now in the present scenario so institutions try hard to cope well with these changes make them unique in order to gain competitive advantage and survive their universities so now their main focus is on the corporate image and their brand image. They do such type of marketing that increases their university productivity, strengthen their brand image so they want to increase the enrollment in the university in order to gain maximum profit and fulfill the requirement of output standards that what standards they set for their output. Now if we look at the pedagogy so there is a semester system now in all universities, slenderization of the courses means now they offer very few subjects relevant to their course or degree for maximization of profits. Now they arrange vocational and summer classes so they enroll more students and there is obviously maximization of profits. Finally, if we look at the research work now the research works are externally funded, contestable, separate from teaching and controlled by government or external agency which is opposite of the past where researchers were internally funded and controlled within the universities (Ailsa Kolsaker 2008).

There arises also the problem of understanding this new rules and regulations after the change in the managerialism because lecturers face problems in understanding the rules so there must be training of that lecturers so that they can easily understand what managers wants from them and if there arises a problem of technology or emergence of technology so it is the duty of top authority to train their lecturers according to the changes in environment and make them trained so that they easily understand and well aware of new innovation and technologies.

2. Literature Review of Concepts

2.1 University Autonomy

University Autonomy means how many universities are liberal in the decision making of their policies and how much HEC and government policies affected the university autonomy. There is a relationship between decision making and organizational effectiveness and evidences are available stated that liberal organizations are high performance organizations (Mohrman, Lawler and Ledford, 1992). According to Dinham and Scott (2000), if instituted in their policies coordinated with their staffs in a better way and effectively allocated resources to the objectives and goals, so universities will perform even much better

performances if these are not bounded to HEC and having a less political governmental influence. If there is decentralization in governance structure, then the voice which is not heard by government rulers is heard effectively so there is need to typical governs have to change now (Wohlstetter and Mohrman, 1993). In Chicago decentralized power of governance is used to empower the Institutes (Ornstein, 1983).

2.2 Research vs. Teaching

Research vs. Teaching means, whether HEC and management of universities are more focusing on teaching or research work. For promotion now people emphasizes mostly on two subjects: research and teaching (Parilla, 1986; Vaughan, 1986). According to Faia (1976), different studies concluded that engagement in research working leads to better teaching, advancement in academic career and reward for excellence. Only 22% of college lecturers are engaged in research working and another 60% will not publish their research after getting a master's degree, so the dirty research is produced and lecturers are doing this practice only for their own sake. College lecturers more emphasize on teaching and they have more teaching hours for improving their ability and skills and advancement compared to university lecturers (Freeman, 2002; Myers & Walter, 1999) as lecturers of universities are spending more time in their research work and they want to get promoted. Many lecturers take research work as a carrier promotion opportunity. In earlier decades professional development of lecturers is defined in the term of changing the lectures method and standards of classroom but now this sense is changed as lecturers more emphasize on research work which is obviously affecting the teaching. Professional development is depending upon administrators, support as promotion criteria are held by HEC and lecturers are dependent on them. According to the National Commission on Mathematics and Science Teaching for the 21st Century, 2000, promote the lecturer if he/she has the following characteristics (1) Lecturer must have knowledge how to subject being taught (2) Improved classroom skills (3) produce and add new information (4) having the capability to screen students' work and provide constructive feedback to the students through various activities. So, good teaching is more important than research work.

2.3 Job Autonomy

Job autonomy means how many lecturers are liberal, in their decision making and how lecturer's autonomy influences their performance. Intensification in education is due to increased 'managerialism' (Troman, 2000). According to Bartlett (2004), intensification is due to bureaucratic/government Mechanisms. It is described to have a series of negative effects containing loss of collegiality and staff destruction (Bartlett, 2004; Troman, 2000). There is a relationship between decision making and individual effectiveness, evidences are available that liberal persons are a high performer (Lawler, Mohrman and Ledford, 1992). If lecturers are more liberal then they affectively coordinated with their goals (Dinham and Scott, 2000) so lecturers will perform even better if they are not bounded to HEC and management. Whatever the structure of educational institutes, there are strong evidences lecturers having a strong desire to participate in decision making, because it's also affecting the attentiveness in the classroom but also encourage them and they will be more loyal to

their institute.

2.4 Working Conditions

Working conditions mean, how the physical environment affects the academic staff's performance. Quality of physical environment plays an important role in the achievement of students (Earthman, 2004). According to Stricherz in Higgins et al., (2005), decent buildings to those equipped with fancy classrooms play important role in academia performance and better physical environment also leads towards the better performances of lecturers and students. So, decent facilities can make additional contributions to the lecturer's work. The attention of the spaces where professors and cooperate met is just as essential as the design of the classroom (McGregor, J 2004:4). One study concluded that the lecturers who like modify class for better delivering of lectures also they want well modified office for better collaboration with colleagues in the staff room (Bissell, J 2004:29). So, better working condition and environment is very important for up-to-the mark output. Materials, design and maintenance have a great contribution in the performance (Stevenson, K 2007:3). Physical conditions include chairs, fixtures, secrecy, clamor and audibility, temperature and current mechanism, air quality, windowless classrooms, vandalism and playgrounds, light and color) having a lot of contribution in lecturers and students' performance. Hotness, warming and air excellence are the most important elements for individual achievement (Earthman, 2004: 11–16). Continuing noise exposure damages mental working and due to it there is deficiency in working skills and abilities and concentration.

2.5 Incentives and Bonuses

Incentives, bonuses mean, how many lecturers are encouraged or whether the academic staff of Pakistan enjoy the bonuses according to world standard or not and how it play an important role in lecturers performance. According to Harvard Business Review (1924), wages create satisfaction both for employee and employer as well as rewards lead towards higher. Incentives to increase the usefulness of mankind (Lowell, 1923, p. 129). Fixed salaries and less incentives are demotivated the personal gain (Burritt, 1918, p. 94). Fixed salaries were not enough to achieve greater performances (Donald and Donald, 1929). Proper essential incentives, freedom of actions, pride in the organizations are the causes of employees' stability (Baker, 1939, p. 96, 98). Bonuses increase man's output effort and produced higher performance (Patton, 1951b, p. 35).

2.6 Work load

Work load means how much work allocated that disturbs the performance of the employees like lecturers. When a person wants to give attention equally both work and family life there is always conflict between these rules (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005). According to Greenhaus & Beutell (1985), work–family clash happens when burdens from the work and family areas are jointly mismatched. So family conflicts occur in an employee's life when time devoted in one role cannot full fill the requirements of other roles and when strains produce by one role conflicted with the requirements of other roles and specific behavior required by the one role makes difficult to perform the other role

(Greenhaus & Beutell, 1985, p. 76). Overload can make the life stability difficult. Kossek & Ozeki (1998) stated that there is lower family and career satisfaction and lower level of organizational attachment and satisfaction due to work overload at work place. The workload is not the job stressor by definition, it is occurring when there are negative outcomes of the work. Recant study reflected that work overload is the cause of negative outcome at home and office (Geurts et al., 2003).

3. Research Methodology

This research paper is qualitative in nature in which researchers tried to explore the concepts that is making the academic labor process hectic day by day in the context of Pakistani universities. Only public sector universities considered while sample consists of faculty and administration of The Islamia University of Bahawalpur. In-depth interviews and the questionnaire used for the collection of data. A comprehensive questionnaire consisting of twelve questions is categorized in six major dimensions, including space for suggestion is designed in order to get deep insight on research topic. After conducting interviews, detailed concept analysis is conducted to get results.

4. Concept Analysis and Discussion

4.1 University Autonomy

HEC is regulating, advisory and guiding body in Pakistan to facilitate the universities. It has to make policies and procedures that provide guidance to every university in its scope of influence. But now-a-days, HEC becomes implementing body. Due to change in its function, it has great influence over the university autonomy and decision making power. In interviews conducted by researchers, there is different views about the HEC and its influence over university autonomy and decision making power.

“Big universities in Pakistan like Quaid-e-Azam University, Punjab University etc. don’t follow HEC strictly. But HEC has great influence on comparatively small universities like The Islamia University of Bahawalpur. These universities are 60-70% influenced by HEC rules and regulations in the areas of decision making like promotion/recruitment criteria etc. (DMS, Physical Education- Lecturers, IUB).”

One of IUB lecturers explained it as *“university isn’t following all the policies of HEC in a true sense. We make suitable amendments in the course outline and rules and regulations of HEC. So, there is no threat on university autonomy (Commerce- Admin, IUB).”*

According to another lecturer as well as administrator of DMS (IUB), *“the implementer role of HEC is somewhat negative, but HEC is trying to standardize all universities that leads towards internationalization is a good perspective of its implementer role. The HEC board consists of country best educationalists. So, if HEC has great influence on the universities then it must be in their best interest.”*

One of the lecturer mentioned that *“there is a threat to university autonomy in following the rules of HEC. If university generates its own resources, then it would be affected (Education-lecturer, IUB).”*

Through concept analysis and literature review, it is found that HEC is regulating body and provide guidelines to universities to assist them in their functioning. But now it becomes implementer body and it reduces the universities autonomy and decision making. Now university decisions are influenced by HEC policies and flexibility eliminated. When decisions made by universities become rigid and there is less flexibility then it enforces the lecturers to follow hard and fast rules. It reduces creativity and limits their boundaries and they found themselves helpless. Due to which lecturers start considering their job as a burden and lost their concentration and focus over assign duties. Big universities are resourceful and less dependent on the HEC funding. So they are not much influenced by the HEC policies/implanter role. But universities like IUB, BZU are dependent on HEC for funding. That's why they are under pressure and much affected by HEC implementer role.

4.2 Research VS. Teaching

In the past, HEC as well as universities has great influence on improving teaching skills to provide better knowledge to students. And if any lecturer had done any research publication, then he did it for his personal achievement with his free consent. But these days, HEC put great emphasize on research rather than teaching. Researchers got different views about it.

“Great influence on research affects teaching so much. It has diverted lecturers focus from teaching towards research publications. Much of their time is spent on their research work which drastically affects their teaching quality. Now, as a lecturer's research is their priority. This impact results in quick but dirty research. Lecturers get work done by students and published it. Rework is done on old topics. So, these researchers don't add new findings in old one. Moreover, grants given by HEC to present publications are useless (DMS- Lecturer, IUB).”

“Contra argument about effect of research emphasizes on teaching quality is ***“that at master level, there is no need to give bookish knowledge and students are also mature enough. So, there is no need to teach them like intermediate students. But the attaching quality of research with a journal in which article is published is not justified. Because very few international journals accept the papers related social sciences. Moreover, grants to present papers before community is just wastage of money if the research doesn't help to address any issue in the economy (Physical Education- Lecturer, IUB).”***

Another lecturer explained it as ***“basically universities are established for research work, but due to lack of funding we don't generate quality research. Teaching and research are not separate entities because in my opinion a good researcher is a better lecturer because he has gained a lot of knowledge from research work. Moreover, travel grants given by HEC to present publications are beneficial. I totally agree with the fact that research is dependent upon the reputation of the journal. Generate a good research depend on researcher, I don't blame it to HEC it is my duty or a researcher's duty to make its research better (Commerce- Admin, IUB).”***

Contra argument by one of our lecturers is ***“ Research and teaching are two different things at MS and PHD level these degrees are truly research oriented degrees and at Master or BS***

levels they are teaching oriented degrees so I don't think so that teaching is affected by research work. Travel grants are good step by HEC. Definitely a good journal has a good impact on readers because they think they find good material from a good journal (Education- lecturer, IUB)"

Another contra argument by the DMS - lecturer (IUB) that *emphasize on research is good because it expands lecturers' exposure and HEC grants are also worthwhile.*

Through discussion and literature review, analysis of the impact of research on teaching as well as quality of research, very surprising answers found. Lecturers claim that great emphasize to produce research publications as many as possible, divert their focus from lecture preparation, conducting projects and other necessary curriculum activities. Much of their time spends on doing research work and now knowledge delivering doesn't remain their priority. But when they think about the responsibility of their profession that are only providing knowledge, learning and skills to the students and to prepare them for the country as a valuable asset, it puts feelings of guilt in them and they become stressful and a whole job becomes a burden on them. Some lecturers started to get work done on research articles by students and published them with their name. So the great emphasize on research not only affect the quality of teaching, but also the quality of research. Quick and dirty research are produced and no new topic is explored that help the economy to address the latest issues.

4.3 Job Autonomy

Job autonomy means how much has lecturer's control over their jobs like in developing course outlines, designing projects and exams evaluations etc.

"Lecturer of Physical education states that we have great autonomy in developing course outline and exam evaluation."

Another lecturer explained it as *"we have the autonomy to make amendments in the course outline and rules and regulations directed by HEC (Commerce-Admin, IUB)"*.

Lecturer of education department (IUB) gives the same statement that "they don't follow the rules and course outlines of HEC 100% so no threat on lecturers' autonomy".

Lecturers claim that now it is totally wrong to claim that they don't have autonomy. They have, but the influence of HEC is good because it brings standardization in the course outline and exam evaluation. And they have autonomy in their sphere of influence. So, they don't consider job autonomy as very much important to make the academic labor process hectic.

"HEC policies along with university policies have restricted the lecturers autonomy in developing course outline and marks evaluation (DMS- Lecturer)"

Another DMS lecturer claims that *"there are many subjects that require practical projects and assignments, but holding theory based exams for such subjects is wrong. So, a predefined criterion for marks evaluation is also not good. Now, there are some improvements that lecturers can get permission from the head of department for such projects. But following HEC course outline leads towards a different course outlines of a*

single subject in the same department and it is not a good practice.”

Through the above analysis, it is revealed that lecturers' autonomy is affected and they are not free to construct a course outline, conduct projects, assignment. So, they are unable to do some creative to enhance the learning.

4.4 Working Conditions

In academic perspective, working conditions include infrastructure, separate cabinets for lecturers, classrooms equipped with the necessities, availability of the internet, learning, supportive environment, conference/discussion rooms, latest library, etc. if working conditions are not proper then it put lecturers as well as students in stress and lecturers failed to concentrate over their duties.

“Lack of sufficient working conditions affects our concentration so much. We have to prepare our lectures along with research work, but we can't focus because we don't have separate offices. Moreover, we don't have access to the internet and E-library provided by the university. Classes are not in good conditions. We don't have sufficient computers and printers. If better infrastructure is provided, then it tremendously enhanced our output as well as its quality (DMS, Physical Education- Lecturers, IUB).”

One of lecturer said *“there is less emphasis on working conditions. IUB has an infrastructure which other universities don't have. We need internet. There is a lack of facilities so HEC gives funding so we fulfill these requirements (Education-lecturer, IUB).”*

Another lecturer explained it as *“ I am agree that HEC provide good working conditions and make the practical experience necessary part of their research work so they gain better knowledge (Commerce-Admin, IUB).”*

Through whole analysis, it is found that insufficient working conditions are also a big factor that make the academic labor process more hectic. Lecturers don't have separate offices. They don't have internet facility. At the same time, they have to fulfill the two responsibilities; one is to deliver lectures, second is to do research work. Classrooms are not sufficient, multimedia, computer labs are not available. Lecturers don't have sufficient and up-to-dated computer and fax machines etc. To do research work mostly lecturer's use their own resources. Due to all these factors lecturers don't give concentration to their work and quality of work is reduced. Moreover, HEC also now tries to provide good facilities and practical work which is essential for research work and better knowledge. Findings from the above analysis are that working conditions play a major role in making the academic labor process an easy process. Insufficient rooms, lack of separate offices, infrastructure influence the lecturers concentration and they failed to produce high quality output.

4.5 Incentives and Bonuses

Additional monetary and non-monetary benefits provided by employers to appreciate the current performance of employees and to motivate them are known as incentives and bonuses. Concept of incentives and bonuses is very popular in the corporate world. They give money,

family rips sponsorship, paid holidays, gifts, etc. but in education, discipline there is not such concept exists. Respondents view is following about this question:

“We don’t get any bonuses and incentives for our excellent performance. We just get annual salary increment and re-imburement of publication fee (DMS, Physical Education- Lecturers, IUB).”

Another lecturer explained it as ***“Basically the main problem is that government is not giving much preference to education. Lecturer gets dishearten when they don’t get motivations and incentives (Commerce-Admin, IUB).”***

Through analysis of literature review and concept analysis, it is declared that as time passes, academic labor process becomes hectic because less motivation. Lecturers do good work, but not awarded by incentives, as bonuses in the corporate world. When they compare themselves with other corporate world employees on the basis of work and incentives then they discourage. Corporate world employees get incentives, bonuses, salary increments, different gifts etc. While lecturers get their salary only with contractual yearly increment and they got incentives only in the form of parties’ full reimbursement of publication fee. So, there is very little monetary motivation for lecturers and they consider their work useless and get stressed. Lack of incentives, bonuses, heavy workload negatively affects the academic labor process. Bonuses, incentives are not up to the mark and according to world standard.

4.6 Work load

The workload is a major stressor in every field. It reduces the capabilities of the workforce and leads towards the reduction in productivity as well as quality of work. Sometimes workload is quality oriented like type ‘A’ personality encouraged by increasing tasks and they become more productive. Results of conducted interviews are as follows:

“We are not satisfied with the workload allocated by our organization. We already have pressure to focus on publication along with study if want to get promoted which affects our teaching a lot. Along it, many administrative tasks are assigned to us like time table scheduling, date sheet scheduling etc. that increases stress in us and affects overall quality of our output (DMS- Lecturers, IUB).”

Another lecturer said that ***“I am not satisfied with the present workload feel stress from the present work load. Universities do take some steps to decrease this work load which badly impact teaching quality (Education-lecturer, IUB)”***

“We are over burden because there is a lot of work overload like managerial task, teaching, setting course, etc. which badly affects my research work so work load must be decreased (Commerce-Admin, IUB)”.

Above mentioned arguments represent that lecturers don’t have only to prepare their lectures, but they also have to do research work at the same time. Both responsibilities required much time and attention. They also have to do administrative work. They have to prepare time table, date sheets, classroom allotments, result preparation, supervising an exam, etc. All of these processes are also very time consuming. It increases the workload on the lecturers and the

quality of all responsibilities also tremendously affected. When even due to hard work and great effort, they failed to produce effective results and get disappointed and consider that their labor process is becoming much complex.

Contra argument is given by another interviewee as:

“No, allocated workload is not stressful and don’t affect the quality of output. It may be due to decrease in strength of the students in social sciences discipline (Physical Education- Lecturer, IUB).”

While researchers also get another review that this workload is not as it is a source of stress. Because when lecturers get involved in administration tasks, then it produces a sense of responsibility in them. But a decrease in the number of students in social sciences discipline put the sense of tension in them about the worth of their departments. Finding from all above discussion and argument analysis is that excessive and job irrelevant workload is stressful and makes us realize that their labor process is becoming hectic.

5. Recommendations

- (1) As HEC has limited the autonomy and decision making power of higher education institutions which in turn reduces the autonomy of lecturers over their work. This reduced autonomy has resulted in a high level of job stress and lecturers found the academic labor process hectic and complex. Universities should give autonomy to their lecturers in the decision making process, which motivates the lecturers and creates a sense of responsibility in them. So they can do their work more efficiently.
- (2) Today, lecturers are involved in multiple tasking as they have to do research and other administrative tasks along with their basic duty of teaching. Also, research publication has made a compulsory part of promotion criteria. To fulfill these all responsibilities simultaneously and get well career opportunities creates a workload among many of these lecturers and they feel guilty as they are not able to fulfill their teaching responsibility effectively. It is the duty of universities to decrease the workload of teaching if they emphasis more on research. So reduced the workload on lecturers relaxed them and they do their research with more concentration and generate quality research.
- (3) The creation of dirty and poor research has increased in these days as the lecturers are involved in other tasks along with teaching. This gives rise to publish papers on previously researched topics without any benefit to the economy. The emphasis more on the new topic which focus on the current economic issues of society and generate solutions for these problems should be there in order to serve the country’s economy.
- (4) Due to the improper infrastructure of universities and lack of facilities provided by universities, e.g. internet facility, low number of classrooms, bad condition of offices etc. So these working environments have a bad effect on lecturers. So HEC and university must generate funding and make working environment better in order to make university more productive by reducing stress.

- (5) The problem with current academic labor process is that effective academic leadership is lacking. The academic leadership body should be consisting of highly experienced, educated and skilled professionals and there is no involvement of politicians in academic leadership. In the result, lecturers are motivated in a positive way and leads toward making the academic labor process easy and convenient.

6. Limitations and Future Research Prospective

First of all, sample size is very small and study is conducted through semi- structured interviews. Researchers interview only few lecturers from management sciences & social sciences departments of The Islamia University of Bahawalpur. Second, the scope of this study is concerned only with public sector higher education institutions. Thirdly, the findings of this study are limited to Pakistan perspective only. The same topic should also be researched in other developing countries. Higher education institutions all over the world are confronted with similar transformations & emerging conflicts, but developing countries, especially needs such studies in more depth in order to uncover the effectiveness or ineffectiveness of major policy initiatives. Forth, the interview is mostly conducted from teaching staff or lecturers which pose a limitation as research findings reflect the viewpoints of teaching staff only whereas administrative staff should also be included.

This study also reveals some important aspects of the academic labor process that should be attended in future research to get more reliable results. First, globalization is one of the most important phenomena which need to be addressed as it has intense effects on the ways the academic labor process is changing. Secondly, as women all over the world and especially in developing countries have strengthened their presence in all disciplines and made remarkable gains in academic rank, it makes necessary to see the academic labor process from women's perspective more deeply.

7. Conclusion

Lecturers/ lecturers are a builder of a nation. They enlighten the soul of students with knowledge and humanity and make them responsible citizen but if this part of nation discouraged then it leads towards destruction of the nation. The same situation is prevailing in Pakistani Universities because the academic labor process is becoming hectic, difficult and less motivating for lecturers. Major reasons are insufficient working conditions, heavy workload along with no motivating incentives and motivations for their services. Moreover, the new prevailing concept in making the academic process more hectic is great emphasis on research work as compare to teaching. Ineffective promotion criteria and low career progression opportunities also have influence on this process. It is recommended to the HEC and universities to bring rapid improvement in working conditions and reconsidering promotion criteria that is justifiable for all disciplines and motivate lecturers by giving them effective and constructive bonuses, incentives and career opportunities.

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